

# THE EFFECTIVENESS OF ANIMATION FILM TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT FIRST GRADE SENIOR HIGH SCHOOL 12 PEKANBARU

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**Abstract :** *The purpose of this study is to find out the effectiveness of the first grade students' ability of SMAN 12 Pekanbaru in writing narrative texts. The participants were 75 students. The data were collected using writing test. The research finding indicated that the application of using animation film as a media could improve students' writing ability. The result of pre-test showed that the mean score of the students in experiment class was 47,68 and in control class was 45,08. The result of post-test showed that the mean score of the students in experiment class was 62,86 and in control class was 54,86. From the  $t_{obs}$  result, it can be seen that the experiment class get score (23) and the control class (10,74). After obtaining the standard deviation both of experimental and control group, the standard error can be calculated. The standard error was 1,121 and the  $t$  table was 7,13. The data analysis technique was show whether the mean different was significant ( $t_{obs} \geq t_{table}$ ). From the research finding, it can be concluded that using animation film can motivate students to engage in language learning. Thus, based on the above explanation, the writer concludes that using animation film is effective in improving students ability in writing narrative text.*

**Keywords:** *Animation Film, Writing, Narrative Texts.*

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**Abstract:** Tujuan dari penelitian ini adalah untuk meneliti kemampuan siswa SMAN 12 Pekanbaru dalam memahami teks narrative. Para peserta adalah 75 siswa. Data diperoleh dari tes kemampuan menulis narrative teks. Hasil penelitian menunjukkan bahwa pelaksanaan penerapan film animasi sebagai teknik mengajar dapat meningkatkan kemampuan siswa menulis narrative teks. Hasil dari pre-test menunjukkan bahwa skor rata-rata siswa di kelas eksperimen adalah 47,68 dan di kelas control adalah 45,08. Hasil dari post-test menunjukkan bahwa skor rata-rata siswa di kelas eksperimen adalah 62,86 dan di kelas control adalah 54,68. Dari hasil T-test menunjukkan bahwa kelas eksperimen mendapatkan nilai lebih tinggi (23) kelas control (10,74). Dari hasil tersebut menunjukkan bahwa terdapat perbedaan yang signifikan antara dua kelas. Dari hasil penelitian bisa disimpulkan bahwa film animasi dapat memotivasi siswa dalam pembelajaran bahasa Inggris. Berdasarkan penjelasan di atas, penulis menyimpulkan bahwa film animasi efektif dalam pembelajaran menulis narrative teks.

**Keywords:** *Film Animasi, Menulis, Teks Narrative.*

## INTRODUCTION

It has been generally accepted that English is an international language. In Indonesia, English is taught in schools from elementary school up to university. There are four basic language skills (listening, speaking, reading, and writing) that should be learned by students in school. English subject is very important especially in 2013 curriculum. In the curriculum, students must be more active and teachers need give some advices and motivations. Haycraft (1978) stated that there are various skills in mastering of language. The respective skills are listening (understanding the spoken language), reading (understanding the written language), and productive skills; speaking and writing. One of the important basic language skills is writing. Writing tends to be considered as the most important skill to master. According to Byren (1983) writing is important and paradoxically and we can improve our spoken language by writing. Writing can also be used as a media for people to express their feeling, ideas, thinking or opinion.

Most senior high school students think English is a boring subject. Many factors can make students bored and unmotivated to learn English. The environment where they live, their family, their friends or may be their teacher. In senior high school, students do not consider English as important subject. They think English is difficult but if the students have more intention, it will be easier to understand and become an interesting subject. Teachers supposed to be creative to teach English to make their students get a good motivation and more interested in learning English. Jeremy Harmer (1998) stated that students need to be motivated, exposed to the language, and given a chance to see it.

In teaching and learning process, teacher needs media to make the lesson easier. Teaching and learning process should be varied to make it fun during the process. They need more than instruction and commandment from their teacher. The instruction and commandment are teachers' challenge to be able to motivate the students to pay attention in their lesson. Teacher needs media in language learning, media can bring students' happiness and renew their spirit. One of the media that can be used in teaching and learning writing is films. The writer wants to apply animation films to improve students' ability in writing narrative text. The writer hopes that this study will be successful and can give positive contribution for the process of English language teaching and learning.

One benefit of animation film that has been shown is in the area of motivation Chiang (1996) students tend to find the animation film more interesting and are more likely become involved in the lesson. Zhao (2009) stated, an animation films can be very motivating and interesting. English animation films greatly inspire the students curiosity and will be great to write a narrative text. Writing is one of the most important skills in learning a language. Students are able to express their ideas, thought and feeling in writing. It means that writing is a communication skill since there is an interactive activity. The students have to write seriously because it really requires many efforts, much time, and great attention of the writer towards the topic as well as towards the process of writing.

Based on the observation in SMAN 12 Pekanbaru where writer did teaching practice, many students thought that writing narrative text is difficult. They were silent looking at the blank piece of paper and said there were no ideas. They could not sit

quietly and talked with their friends about the writing assignment. The problems prohibited the students to improve their writing ability. Especially, they are lack of ideas, vocabularies, and confidences. The students stated, they got difficulties to remember English vocabularies when use unfamiliar words.

Based on above experiences, it is essential for the teachers to choose an appropriate strategy for teach writing in order to help students in write a narrative text. In this research, writer considers that the use of animation films is a suitable strategy for teach writing, especially write narrative text. Based on the background above, the writer conducted a research entitled: The Effectiveness Of Animation Film To Improve Students' Ability In Writing Narrative Text At First Grade Senior High School 12 Pekanbaru.

## **METHODOLOGY**

The participants of this research were the first grade students of SMAN 12Pekanbaru. The writer used class X MIA2 as an experiment class that consists of 38 students and X MIA 1 as a control class that consists of 37. So, there were 75 students at all.

In this research, the source of data was from students' writing test of narrative in control and experimental class of first grade of SMAN 12 Pekanbaru in academic year of 2014/2015. The control class is a class which gives treatments without animation film while the experimental class is a class which gives treatments using animation film. At the beginning of the research, both two groups will give a pre-test to know the students' initial capacity before getting treatments. Both two classes are given a post-test at the end of the research. The technique of collecting the data is an important role in conducting a research. In getting the data, the writer will use the writing test as the instrument in order to be able to level the students' ability in writing narrative text by using animation film. The writer presented the finding based on the data obtained from the three raters (Dra. Hj. Itmawati, Taswin Sefriusman, S.Pd, and Siswandi M,pd) in order to make the data more objective, valid and reliable.

## **THE RESEARCH FINDINGS**

A pre-test was conducted before the implementation of teaching writing narrative text using animation film to the students. In order to calculate the mean score of the pre-test, the writer used Hatch and Farhady formula (1988:55) and it was found that the mean score of the students in experiment class was **47,68** and in control class was **45,08**. It can be seen that there is no significant difference in pretest score of the two classes.

Table 4.1 Mean score both of Experimental and Control class Pre-test

Experimental Class	Control Class
47.68	45.08

The pre-test was an essay writing test and the writer gave some following questions in order to guide students' in writing. The students had difficulties in expressing their ideas. They did not know what they should write.

After the writer conducted the pre-test, then the treatment was carried out. The writer taught the students in Experiment class by used animation film in six meetings, while the students in Control class by using Conventional method in six meetings. The writer gave the post-test to both the Experimental and Control group to write a narrative story and the topics chosen by the writer. In order to calculate the mean score of the post-test, the writer used Hatch and Farhady formula (1988:55) and it was found that the mean score of the students in experiment class was **62,86** and in control class was **54,86**. It can be seen that there is significant difference in post-test score of the two classes.

Table 4.2 Mean score both of Experimental and Control class Post-test

Experimental Class	Control Class
62.86	54.86

From the T – test result, it can be seen that the experiment class get higher score (**23**) than the control class (**10,74**). It means that there is significant difference between the two classes. Thus, based on the above explanation, the writer concludes that using animation film is effective in writing narrative text. The animation film can help students to write easier. According to the explanation about the analysis of the result based on the research at the first grade students of SMA Negeri 12 Pekanbaru, it can be inferred that writing narrative text using animation film is better than that of without animation film. Furthermore, the students who learned writing narrative text through animation film and those who are not such a significant difference that the students writing scores taught by using animation film are higher than those who are not given treatment.

From the research finding, it can be concluded that using animation film can motivate students to engage in language learning. (Harmer, 2001) states that film is visual aids that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. Briefly, the writing achievement in the experiment class has proven that animation film can be good method in developing writing narrative text.

## CONCLUSIONS

The students' writing skill of class which is taught by using animation film (experiment class) shows significant improvement. As the finding result shows in pre test to post test mean of experiment class (47,68 to 62,86). The students in experiment class are more enthusiastic and more interested in the teaching learning process because the writer used animation film. From the animation film, the students can understand about the story line. They get new vocabularies, learnt about how to construct a sentence grammatically and arrange the events in the story. Different from control class, the writer finds that there is no significant improvement of students' writing skill in class which is not taught by using animation film. It can be proved by pre test to post test mean of control class (45,08 to 54,86). It could happen because the writer used conventional method when she is explaining the materials by verbal explanation, so that most of students are in their own business because they feel bored in the classroom and go out from the classroom. The students are not enthusiastic in learning process.

The class which is taught by using animation film (experiment class) gets higher score than the class which is not (control class). With the result 23 and 10,74 respectively. Because calculated  $t$  was larger than the  $t$  table, the Alternative hypothesis was accepted and Null hypothesis was rejected. Therefore, there was significant improvement achieved by the Experimental group in writing narrative text after the application of animation film as media at SMA Negeri 12 Pekanbaru. In other word, the using of animation film makes students learn English easily. The students feel happy in learning process and they can share their ideas enthusiastically in the form of writing. Finally, because alternative hypothesis was accepted, it can be concluded that the effect of using animation film on students' ability in writing narrative text at SMAN 12 Pekanbaru was significant.

## RECOMMENDATION

At the end of this chapter, the writer would like to propose some Recommendations, which hopefully would be useful for the English teachers, students, researcher, and other researchers. For teachers : Using animation film in writing narrative text is recommended as an alternative way for English teacher, especially for senior high school teacher to attract the students' interest and motivation in learning English. For the students : Writing is important subject to be learnt. But, most of students have difficulty in producing written text. Therefore, students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text. For researcher : to give some experiences for writer and add the new knowledge on teaching students' writing skills, to improve or enhance the performance of teachers. Another advantage is to increase the professionalism of teachers, because in addition to serving as educators, teachers are also required to be able to do and take advantage of educational research. For that research they are being innovative in their classroom. For another researcher: the result of this research can be a reference for another researchers who want to conduct a research about teaching writing.

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